

## TABLE OF CONTENTS

What Is DYNAMIC-EMBODIMENT SOMATIC Movement Therapy Training <sup>sm</sup> (DE-SMTT)?	2
DE-SMTT Philosophy	6
Influential Systems	8
The DE-SMTT Course of Study:	12
Phase One	14
Phase Two	16
Course Descriptions: Phase Two Independent Study Period	17
Phase Three:	18
Phase Four	20
Martha Eddy - Founder and Director	25
DE-SMTT Faculty	26
Our Faculty	27
INTERNATIONAL SOMATIC MOVEMENT EDUCATION & THERAPY ASSOCIATION (ISMETA) -Approved Training Programs-	31
Dynamic Embodiment in The World	33

## **WHAT IS DYNAMIC-EMBODIMENT SOMATIC MOVEMENT THERAPY TRAINING<sup>SM</sup> (DE-SMTT)?**

Martha Eddy's Dynamic-Embodiment Somatic Movement Therapy Training (DE-SMTT) is a creative approach to engaging with a person through touch movement and verbal direction to facilitate bodily ease centered in self-awareness and self-acceptance. DE-SMTT teaches people to develop their own biofeedback system without the use of technology using keen self-awareness and reliable observation skills including the practice of clear efficient physical action and clear verbal and non-verbal communication. Through Somatic Movement exploration each person learns to be sensitive to his or her own body signals and the body language of others. Through this process one learns what personal strengths can be relied upon, and discovers new somatic or body/mind resources. By being aware more of the time one can notice subtle shifts throughout the day and adapt one's posture, movement, and overall behavior to make healthier choices. A Somatic Movement Therapist trained by Martha Eddy teaches this sensitivity and models this method of being present. Martha Eddy brings a deep understanding of somatic education, movement science and human communication to this highly regarded professional program.

### **When and how did DE-SMTT develop?**

Martha Eddy founded Dynamic Embodiment Somatic Movement Therapy Training (DE-SMTT) in 1991, in Western Massachusetts. Martha Eddy developed the DE-SMTT approach through her teaching, practice, and cross-pollination of three other systems of Somatic Movement Education: Laban Movement Analysis (LMA), Bartenieff Fundamentals (BF) and Body Mind Centering® (BMC) over a twenty-year span. Eddy is the only person in the world that serves on the certification program faculty of both the Laban/Bartenieff Institute of Movement Studies and the School for Body-Mind Centering, and she did so for over 10 years until she began the DE-SMTT. In 1995 the DE-SMTT moved to being housed at Moving On Center in California, and then became a bicoastal program in 1998. It was renamed in 2005 as the training grew to incorporate more venues for engaging somatic practices into diverse arenas activity, or action.

### **What Makes this Training Unique?**

DE-SMTT teaches practitioners to regard nuances and cues from the deep inner wisdom of the body in order to act with awareness in every aspect of daily life. By paying attention to the internal body (using BMC) and understanding clear guidelines for being effective as movers (Bartenieff) one's deepest and healthiest intentions can be revealed and carried out into action. Having a language to describe our often unconscious, non-verbal behavior (LMA) helps us to better identify our goals. Concrete description of our actions and interactions helps us to become conscious of choices that we often make without awareness. LMA also gives us a systematic language to describe how to consciously touch another person in order to relieve stress or teach new options.

Uses the descriptive language of LMA to make concrete what is often considered intuitive in touch work. By stating clearly how we touch and move we are able to refine our communication with others. BMC gives us a developmental perspective, as well as an embodied understanding of the anatomy and physiology of the body. DE-SMTT brings these approaches together to provide dynamic options, a wide range of inroads into somatic experience as well as new ways of being in the world including acceptance of all types of behavior - from very gentle, or even neutral, to strong direct and quick! By having embodied a wide range of expressive experiences and learning to assess a person's strengths through observing their movement/non-verbal behavior/body language a DE-SMTT trained professional can join - attune - with anyone. These same skills can also be used to develop exercise and movement programs to meet distinct

health goals and what qualities of touch are most useful to support and transform tension, pain, disconnection, numbness, etc. to active, engaged, dynamic movement behavior. This model espouses 'centering' that is not based in living in a "centered place" but rather the ability to experience a full life full of dynamic change, inclusive of strains and tensions, and to quickly recover equilibrium, to reconnect with one's inner self, gaining support and insight to move out again, into ACTION, hopefully meaningful action.

Throughout the DE-SMTT process, reflective practices connect all that we learn to what is meaningful in our lives - a model for what we will share with our students and clients. DE-SMTT graduates coach people to become more sensitive to the signals of the body, noticing how the environment affects them, to reconnect with their deepest selves, and to be empowered to move out for what they fully believe in. Powerful body-based skills are taught for responding to the stressors of our stimulating world, for developing greater personal confidence and authority, and for listening, appreciating and cooperating in diverse communities.

The DE-SMTT focuses first on learning how to attune with one's own and then others' movement habits, using a wide array of sensory methods for recognizing psychophysical strengths and challenges. Through acute observation practice professionals learn to identify both easily viewable neuromuscular movement and the more subtle but related physiological activity that underlies musculo-skeletal movement. Practitioners are trained to use hands-on techniques to assist movement re-patterning as well as verbal instruction to support clients' self-awareness. If desired the client is gently guided to creatively explore behavioral options to foster optimal physical, emotional, and cognitive performance. DE-SMTT students practice skills to help match clients needs and motivations, and improvisational tools to help clients explore how to transform their stressful patterns to functional and expressive behavior. In summary this training, designed for working with people of all ages and abilities, is centered on becoming conscious of all phases of what Eddy has identified as the Dynamic Growth Cycles:

- Keenly observe, acknowledge, and accept,
- Sensitively provide body-mind-spirit support, and
- Explore diverse options in behavior

## Who are the faculty?

The program is directed by Eddy and taught by her in collaboration with DE-SMTT faculty members who are master teachers in Body-Mind Centering® and Laban Movement Analysis/ Bartenieff Fundamentals, often trained in both systems or in Eddy's synthesis of the two. Linda Tumbarello and Gale Turner, two of the most experienced faculty of the School For Body-Mind Centering, have been on the DE-SMTT faculty since its inception. Carol Swann, Director of Moving On Center, joined the faculty in 1996. See faculty biographies on page 12.



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## DE-SMTT



### Who Studies This Work?

People interested in becoming or trained in some of the following fields:

- ❖ **Health and wellness professionals** - occupational and physiotherapists, holistic health coaches
- ❖ **Movement specialists and therapists** - infant and parent yoga teachers, Pilates & NIA instructors, fitness coaches
- ❖ **Early childhood professionals** - pre and prenatal specialists, pre-school leaders, professionals interested in development
- ❖ **Researchers** of nonverbal behavior, dance and physical education, kinesthetic intelligence, and other somatic questions
- ❖ **Educators** - classroom educators, art educators, and dance educators
- ❖ **Psychotherapists** - somatic psychologists
- ❖ **\*Fitness and Exercise Practitioners** - Fitness professionals interested in development, kinesthetic intelligence, dance, nonverbal behavior or other somatic questions.

\*Somatic Fitness training program offered at the Center for Kinesthetic Education and Movement's Afoot in New York City. This certification is co-taught by Martha Eddy and Lesley Powell

Many graduates choose to work as somatic movement educators, somatic movement therapists, developmental movement therapists or wellness coaches. Others add these skills to their already chosen fields within health, the arts, communication, and education.



## WHAT IS "SOMATICS?"

What is "somatics?" "Somatics" or somatic education refers to a field of work that addresses "the whole person" inclusive of his or her associated physical and emotional needs. Out of the concept that a person can learn to become aware of his or her self - to know oneself from within - a new field has arisen that has also been referred to as body therapy, the body-mind disciplines, hands-on work, touch therapies, or body work.

Practices of somatic movement education and therapy encompass postural and movement evaluation, communication and guidance through touch and words, experiential anatomy and imagery, and movement patterning. These practices are applied to everyday and specialized activities for persons in all stages of health and development.

The purpose of somatic movement education and therapy is to enhance human processes of psychophysical awareness and functioning through movement learning. Practices provide the learning conditions to:

- ❖ Focus on the body both as an objective physical process and as a subjective process of lived consciousness;
- ❖ Refine perceptual, kinesthetic, proprioceptive, and interoceptive sensitivity that supports homeostasis and self regulation;
- ❖ Recognize habitual patterns of perceptual, postural and movement interaction with one's environment;
- ❖ Improve movement coordination that supports structural, functional and expressive integration;
- ❖ Experience an embodied sense of vitality and extended capacities for living.



## DE-SMTT PHILOSOPHY

DE-SMTT Movement Education and Therapy combines insights and techniques from Body-Mind Centering®, Laban Movement Analysis, Bartenieff Fundamentals and COTL Body Systems (massage, contact points, herbology, and nutrition related to Burnham Body Systems). Flexibly designed for new and experienced health professionals to participate at a variety of levels, the DE-SMTT provides experiential learning in anatomy, physiology, kinesiology, perceptual-motor development, hands-on movement repatterning, and some basic bodywork techniques. One aim is for each student to embody and thereby re-member what they learn about the human body and its movement capabilities. This focus anticipates some improvement in one's own movement efficiency and awareness before attempting to teach and guide others in the realm of therapeutic movement. DE-SMTT teaches practitioners to assess movement patterns using observation and touch, to provide hands-on and verbal support for positive habits, and to track the client's motivation for the introduction of new perceptual motor options. Trainees are encouraged to synthesize skills and techniques from other somatic bodywork approaches into this global system. DE-SMTT teaches theories and methods based on both perceptual-motor development. Having a developmental perspective at the base of the training allows for an understanding of growth, change and aging, and how these processes are mediated by physiological rhythms, primitive reflexes, up righting responses, equilibrium reactions, the environment, and one's personal motivation. Expertise in the neurological foundations of movement control provides ready access to methods for teaching balance and safe falling, locomotion, coordination and flexibility.

DE-SMTT also teaches a wide variety of hands-on methods, many derived from BodyMind Centering®. Exposure to the fullest range of qualitative dynamics of touch and movement provides the practitioner with tools for establishing rapport with a wide variety of people and myriad of recuperative options for habit related movement problems and a framework for discussion about the inner attitudes underlying movement behavior and life experience.

### Who Benefits?

The DE-SMTT approach has been found to be helpful for people with physical problems, expressive limitations or athletic challenges. The types of issues that can be explored with a somatic movement therapist are many. They include bringing renewed vitality to a person with arthritis, cerebral palsy, poor coordination, digestive disorders, aging problems, fertility issues, flexibility concerns, high blood pressure, learning disabilities, multiple sclerosis, perceptual distortions (visual, auditory, tactile, kinesthetic, etc.) spinal pain, TMJ disorders and weight loss needs are examples. A major goal of somatic movement therapist is to problem-solve together with the client to integrate needed exercise protocols into daily activities, and establish the healthiest movement behavior possible. DE-SMTT educators and therapists help bring somatic wisdom into action by suggesting life enhancing practices suited to the clients specific needs and interests. If a client chooses to work to heighten prowess in a particular movement skill this is also encouraged.

### Who Practices Dynamic-Embodiment Somatic Movement Therapy?



Many aspects of this profession have been effectively integrated into the curricula of educators and the regimens of athletes and dancers. Professionals in the fields of neuro-science medicine, orthopedics, chiropractic, physical therapy, occupational therapy, massage therapy, psychology, and special education can benefit from acquiring DE-SMTT Movement Therapy Training<sup>SM</sup>'s broader holistic perspective.

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## Unique Components of DE-SMTT

This Somatic Movement Therapy Training, Dynamic Embodiment - SMTT, developed by Martha Eddy, is distinguished by her cross-fertilization of theories from Laban Movement Analysis; Body-Mind Centering®, and Bartenieff Fundamentals. A shared underlying concept is the



interplay of bodily structure, movement function and creative expression in personal development and therapeutic interventions. This work expands the application of movement education to the wider realms of education - infant, early childhood, K-12, higher education, physical education and professional learning process. The training is further enhanced by Eddy's integration of practices from applied kinesiology and physiology, educational theory, socio-emotional development, somatic psychology, and human movement sciences inclusive of dance science and injury prevention.

The aim of the training is for professionals to become proficient in observing and assessing key patterns and themes in a person's behavior, engaging with a client using supportive touch, movement, and dialogue, and sensitively exploring healthy choices of movement, relationships, and lifestyle - somatic wellness coaching. Confidence in selecting effective interventions from the diverse principles and practices introduced during the Dynamic Embodiment SMTT<sup>SM</sup> often only comes after several years of practice. Although self-growth and personal awareness are ideal by-products of this course of study, the primary intention is to address the particular needs of preparing for professional work. Developing skill and confidence takes practice involving a process of repetition and refinement as in any an art-form or professional discipline.

A respect for movement is conveyed and actively embraced through exposure to aikido, yoga, and other ancient movement arts, as well. Creative movement and Authentic Movement are helpful integration practices. Core and guest teachers present numerous important hands-on and counseling techniques. A focus on differentiated instruction, honest communication are keys to the DE-SMTT educational processes and are inherent in all classes. How we move reflects on how we learn, and how we learn affects how we behave - revealed through our smallest and most visible movement choices (e.g., eating, speaking, singing, running, and dancing).

An additional asset is the practice of embodiment through the easy-going dance classes - Body-Mind Dancing<sup>SM</sup>, Eddy's dance training system that utilizes and teaches anatomical and movement principles through sequences and improvisations of rhythmic dance. This dance course has effectively taught professional dancers and non-dancers alike the philosophy of health through movement. Eddy has been invited to teach BodyMind Dancing at the Bates, Seattle Dance Festival, and White Mountain Summer Dance Festivals, international conferences such as the International Dance Science and Medicine Association, and for students of colleges such as, Connecticut College, Hampshire College and Julliard.

Most importantly Dynamic Embodiment process helps students shape their own professional identities. All talents and gifts are seen in their own right and students are given opportunities to hone their passions into concrete methods of their own. Graduates are equally proud to practice Dynamic Embodiment as well as their own outgrowths of this work. Visit the Dynamic Embodiment websites to learn more about different graduates unique contributions around the globe.

## INFLUENTIAL SYSTEMS

Laban Movement Analysis (LMA) is a language of movement description and notation that recognizes whole movement patterns as well as subtle-spatial and qualitative body changes. It has far reaching implications for appreciating the personal motivations underlying movement habits. This form of analysis includes an understanding of how a person uses his/her body for effective weight shift and level change; what spatial awareness is required within the body for achieving a task, and a view to how our postural shapes reflect our inner attitudes. Stated simply, using Laban Movement analysis one can observe movement in terms of the usage of the body in space, with attention to a person's postural and dynamic preferences. Major principles from this system contribute to an integrated philosophy of movement training. Rudolf Laban's principles have provided the core of movement education in the British and Canadian school system, and in this country has had wide impact on the fields of sports, fitness, health and behavioral science, the bodily arts, and education. In the context of the DE-SMTT<sup>SM</sup> training LMA provides insight into a person's characteristic body-mind patterns that may be causing physical restrictions or feelings of limitation. The LMA system provides a matrix of possible options that can be finely tailored to suit an individual's psychophysical needs. The notation system, aside from establishing a basis for movement thinking, also provides an exacting and quick method for note taking and record keeping. Within the DE-SMTT<sup>SM</sup> the focus is to become a more skilled movement observer in regards to the specific needs of a somatic movement therapy practice.

Bartenieff Fundamentals of Body Movement<sup>SM</sup> elegantly synthesizes decades of empirical research from its founder physical therapist, dance therapist, movement analyst and educator, Irmgard Bartenieff. Bartenieff was instrumental in the development of effective exercise treatment for polio patients and from this revealed much about normal neuromuscular function in human movement efficiency. As an important protégé of Rudolf Laban she provided an in-depth understanding of behavior and motivation to the fields of anthropology, dance therapy, physical therapy. Bartenieff Fundamentals - emphasize clarity of intention and execution in any simple or complex movement. This is done by helping the mover to identify where s/he wants to go and to select the appropriate initiation and degree of his/her intention (effort) to do so. Her exercises follow a developmental progression - they are done on the floor and then transformed to apply to various types of movement skills. They teach many basic movement principles which assist proper weight shift, comfortable level change, and easy breathing. Bartenieff, together with Dori Lewis, is author of the comprehensive book, *Body Movement: Coping with the Environment* (Gordon and Breach., 1980).

Body Mind Centering<sup>@</sup> principles, developed by Bonnie Bainbridge Cohen, are learned through an experiential study of anatomy, physiology and developmental theory. As a form of analysis it identifies what type of body tissue is initiating and governing the qualitative aspects of a movement. For instance, are organic or endocrine centers activated by a particular activity, do joints appear "collapsed" or well proportioned in their positioning, is the nervous system overactive? This method eases taboos about certain body areas that have often remained lax or tense due to neglect or repression. By bringing conscious awareness to each type of cellular tissue in the body we learn that we have physiological resources for movement expression that broaden our choices for interaction with people, nature and technology. Phase One & Two classes and workshops introduce basic BMC principles. These principles become an integral part of the DE-





DE-SMTT<sup>SM</sup> program. However, for certification in Body-Mind Centering one needs to study through the School for Body-Mind Centering.

The anatomy, LMA, and Bartenieff Fundamentals classes of the DE-Somatic Movement Therapy Training<sup>SM</sup> satisfy the additional prerequisite courses to enter the LIMS Certificate Program to become a Laban Movement Analyst. Further study throughout the year specializes in Bartenieff Fundamentals for the professional somatic movement therapist. This course of study is equivalent to an in-depth introduction to Laban Movement Analysis, which fulfills the pre-requisite to study LMA in order to become a Certified Movement Analyst at the Laban/Bartenieff Institute of Movement Studies (LIMS) in New York City.

### **DE-SMTT Pre-Requisites:**

All students must have a Bachelors degree or the equivalent professional or life experience, be in good health, be capable of intensive psychophysical training, and have the intent to serve as responsible professionals in the somatic field. Pre-requisite courses include basic musculoskeletal anatomy and kinesiology ideally taught experientially\*. People entering the DE-SMTT<sup>SM</sup> without prior training can anticipate the need to continue their studies selectively over years in order to develop and strengthen their own personal specialty areas and styles of working.

Body Mind Centering Practitioners and Certified Laban Movement Analysts can be exempted from some courses and therefore sometimes apply for independent study. Other students with strong backgrounds in movement and in touch practices are also able to take Phase One course independently and then apply to join the Certification program. Other Somatic Movement or ISMETA trained or registered professionals may be eligible to audit or become DE-SMTT certified as well. Training hours from other programs may be transferable if they relate to the course content of the DE-SMTT.

### **Certification:**

**Course Completion:** Upon fulfillment of all requirements for a given workshop a student may receive a certificate indicating completion for that course. Upon fulfillment of all course requirements, credit maybe transferred to the full-time program; full certification is awarded upon completion of all courses, projects, exams, and presentations.

**Programmatic Completion:** Upon fulfillment of all requirements of Phases One, Two, Three and Four of DE-SMTT, students are awarded a certificate in Somatic Movement Therapy from Martha Eddy.

Some students who know their work will not be focused on one-to-one private practice but rather on working with groups choose to receive a certificate in Somatic Movement Education. However they agree to be involved in this training knowing that a higher percentage of the training time is on professional practice for working with individuals. They may need to do extra individual practice if they should choose to apply to register with ISMETA and desire a letter of recommendation from the director.

All recipients of a DE-SMTT Certificate in Somatic Movement Therapy or Somatic Movement Education have fulfilled the educational requirements to apply to become registered as somatic movement educators (RSME) or somatic movement therapists (RSMT) by the International Somatic Movement Education and Therapy Association (ISMETA).

ISMETA permits application for registration after completing 150 hours of professional practice in the field, at least 75 of which must be with individuals.

## Professional Registration:

Somatic movement educators and therapists can now be registered as somatic movement educators (RSME) or somatic movement therapists (RSMT) by the International Somatic Movement Education and Therapy Association (ISMETA)+, if they have trained for at least 500 hours in a ISMETA recognized program and have at least 150 hours of post-graduate experience verified by two letters of recommendation. Certification from Martha Eddy's Somatic Movement Therapy Training<sup>SM</sup> constitutes a full 500-hour program. However, students may choose to participate in any single workshop for which they satisfy the prerequisites, and if desired, continue further training within another approved program. For instance, after exposure to general movement principles and somatic movement theories, a student might choose to study Feldenkrais or Alexander work in depth. Or a participant might decide to become a Certified Laban Movement Analyst or a Certified Practitioner of Body Mind Centering®. Alternatively, a person may already be certified in another somatic movement discipline and choose to study in this program to round out their knowledge or acquire continued professional training. In order to receive a letter of recommendation for registration from Martha Eddy, a student must participate in all courses or equivalents so that his or her professional skills can be accurately evaluated. All students are encouraged to continue studying in depth bodywork techniques to balance the principle-based non-formulaic, exploratory nature of this training.

+See more  
about ISMETA  
on page 30 or by visiting [www.ismeta.org](http://www.ismeta.org)

\*Pre-requisite courses in Anatomy and Kinesiology are available in the summer at Moving On Center in Oakland California ([www.movingoncenter.org](http://www.movingoncenter.org)) or through the Laban/Bartenieff Institute of Movement Studies ([www.limsonline.org](http://www.limsonline.org)), the Center for Kinesthetic Education ([www.WellnessCKE.net](http://www.WellnessCKE.net)), Movements Afoot ([www.movementsafoot.com](http://www.movementsafoot.com)) in New York City as well as at other locations.

## Considerations Before Applying:

In order to make a clear choice about whether or not to enter this program there are some important definitions regarding related fields that need to be understood.

Somatic Movement Therapy is not the same as Dance/Movement Therapy or Physical Therapy: Dance/Movement Therapy seeks to facilitate changes in behavior, communication, self-concept, body image and personal expression through a therapeutic process that is primarily psychodynamic in nature. Dance/Movement Therapists are trained to work with people with diagnosed mental disorders. It usually requires university master's level training and Registration with the American Dance Therapy Association and may be accompanied by coursework in psychology, counseling and/or social work.

Physical Therapy is a member of the allied medical field that requires college or university level training and licensure. Focus is on healing neurological disorders or bodily injuries and improving motor functioning through systematic exercise regimens.



## Elements, concepts and principles at the heart of the DE-SMTT © approach:

### Experiential Physiology/Body Systems

Experiential overview of the major body systems as organized by tissue type (vs. physiological function) and observations involving their contribution to movement and affect. Attention is paid to the contrast of autonomic and 'voluntary' functioning in efficient and expressive behavior.

### Perceptual-Motor Development & Movement Fundamentals:



These courses teach principles of developmental movement in relation to perceptual development from a Body-Mind Centering® perspective. They integrate some basic ideas from Kestenberg Movement Profile, and identify the developmental components of other somatic movement disciplines, most notably Bartenieff Fundamentals (The Bartenieff workshop meets LMA certification program application requirements). The classes provide an opportunity for students to delve briefly into their own developmental history.

### Movement Analysis and Observation

From a Laban Movement Analysis perspective, the elements of human movement (Body/Space/Dynamics/Shape/Relationship) are introduced. Also includes observing and listening to develop rapport and embodied communication and later are refined for work with clients, record keeping and note taking (including using symbols). This course meets LMA certification program application requirements.

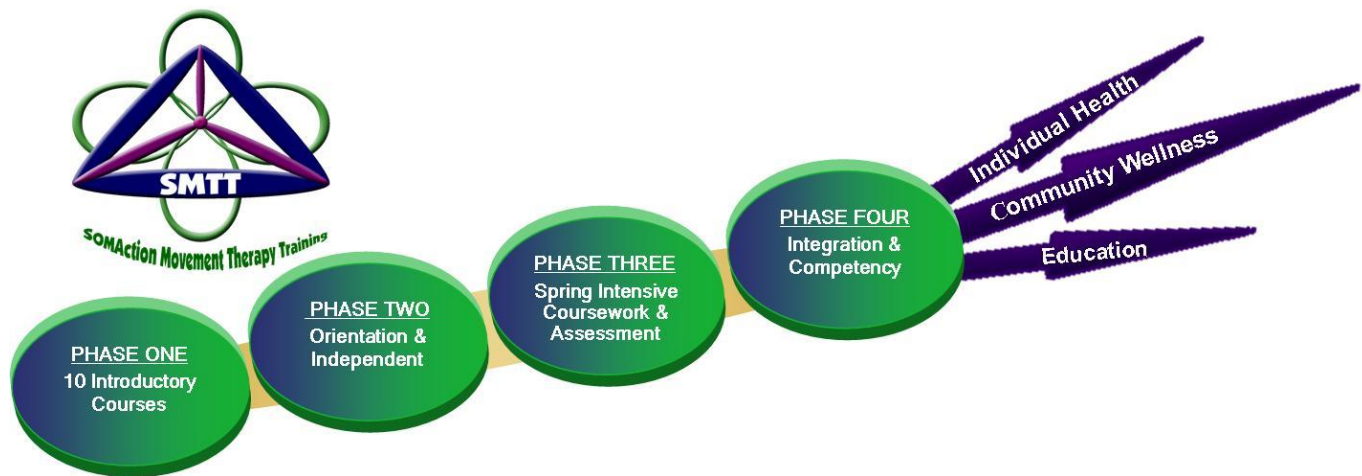
### Somatic Movement Therapy Principles and Methods:



These topics are covered throughout the training beginning with overview classes about the field of somatic movement education and therapy and the nature of change within the nervous system. Study includes Eddy's signature course Dynamic Movement/Dynamic Health. Self-study continues during the interim Independent Study period. Course continue on this topic during the Spring DE-SMTT Intensive in the Spring (offered in the even years)

This topic contextualizes the DE-SMTT into the field of Somatic Movement Education and Therapy - discussing its role in a historical context, introducing basic methods, principles and ethical concerns of practice as a somatic movement educator or therapist. The DE-SMTT methods courses teach how to respond to movement observations and verbal exchange with appropriate developmental activities and hands-on techniques inclusive of movement re-patterning, as well as important methods for making effective socio-emotional contact. Practical classes apply these principles in therapeutic interventions for specific body areas and common syndromes. Hands-on and movement solutions for working with a wide variety of clients are studied and "discovered." This topic area includes exposure to body mind counseling, movement for special populations, and injury prevention.

## THE DE-SMTT COURSE OF STUDY: SOMatic progresses through PHASES



### Phase One: Modules 1 and 2 of the Participatory Arts

- ❖ Independent studies of the Phase One courses listed below, taken either through Moving On Center, in NYC, or
- ❖ In your local area, or
- ❖ Through prior certification in Laban/Bartenieff Studies and/or BodyMind Centering®

**Phase Two:** An independently fulfilled, interim study period with assignments designed by Martha Eddy. Includes an orientation workshop on the east or west coast or by request at other locations (Orientation offered fall of odd years in Oakland and periodically in NYC.)

**Phase Three:** a 6-week culminating intensive in the late spring on the East Coast, held biennially (even years -usually in May or June). Intensives are usually held for 2 weeks at the Earth Dance residential center in Western, MA and for 4 weeks in Manhattan. This is the expected location for future programs.

**Phase Four:** Integrative Seminars to confirm and practice knowledge. Four to seven intensives offered at a variety of locations (NYU, Oakland, and other areas requested and developed with the student body) within the three months following the Phase 3 intensive; content based on student interest and need.

## DE-SMTT Tuition

Tuition for Phase One: Check MOC website if there are Participatory Arts (Module I & II) or CMTSE programs running, or pay for each class separately to each teacher or school directly ([www.WellnessCKE.net](http://www.WellnessCKE.net) and [www.movementsafoot.com](http://www.movementsafoot.com)).

Tuition for DE\_SMTT Phase Two, Three, and Four: Visit <http://www.movingoncenter.org/TuitionAndAid.htm#tuition> or [DynamicEmbodiment.org](http://DynamicEmbodiment.org)

## Application Process

All students are expected to be in direct dialogue/correspondence with Martha Eddy and ideally meet with her. Students who wish to apply to the DE-SMTT Movement Therapy Training must complete the somatic theory classes and related homework assignments of the PHASE ONE courses, demonstrate applied knowledge of musculoskeletal anatomy and kinesiology, and have a Bachelors degree or equivalent professional or life experience in the movement arts. All



students who meet these pre-requisites write a letter of intention describing their interest and goals in studying in this program. Students who have not completed the Moving On Center Participatory Arts Certification fill out an application to the DE-SMTT program and to be advised by Martha Eddy in completing PHASE ONE courses. Those students applying to study DE-SMTT but not planning to go for certification fill out a revised application form. See more details on the [www.movingoncenter.org](http://www.movingoncenter.org) Certification Programs DE-SMTT pages.

## Non-discrimination Policy

DE-SMTT Movement Therapy Training (DE-SMTT) in conjunction with Moving On Center - School of Participatory Arts & Research is a not-for-profit organization, whose policy is to enroll qualified students without discrimination on the basis of race, religion, sex, national origin, age, physical handicap, political affiliation, sexual orientation, or medical condition.

## PHASE ONE:

### Somatic Movement Theory & Introduction to Somatic Movement Therapy

Taught by Martha Eddy and Associate Faculty

Offered in Modules I & II at Moving On Center and at other locations

Somatic Movement Theory as taught at Moving On Center or by Martha Eddy in NYC combines principles and methods from Body-Mind Centering®, Laban Movement Analysis™, Bartenieff Fundamentals™, Alexander Technique, and other holistic practices. All of these somatic approaches support the communicating, creating, performing, educating and wellness processes that are practiced at Moving On Center. These principles continue to be taught in several overlapping units throughout the four phases of the DE-SMTT program, with ever-increasing focus on facilitating deep awareness for cultivating sustainable lifestyles and supportive community action within ourselves and with others.

#### DE-SMTT Phase One Coursework

- ❖ Experiential Anatomy (12 - 20 hours) - pre-requisite
- ❖ Learning to Move/Developmental Movement Principles - BodyMind Centering (12 - 20 hours)
- ❖ Fundamentals of Movement - Bartenieff Fundamentals (12 - 20 hours)
- ❖ Movement Analysis - Diversity Embodied - Language and Observation of Movement through LMA (12 - 20 hours)
- ❖ Intro to Body Systems/Experiential Anatomy/Physiology - Body-Mind Centering® - (12 - 20 hours)
- ❖ Somatic Integration (10 - 20 hours)
- ❖ Counseling Principles/Body-Mind Counseling (e.g., Gestalt, Hakomi, Option Method, DreamBody, work with Aileen Crow, Ruella Frank, Linda Tumbarello, Alice Rutkowski) (12 - 20 hours)
- ❖ Somatic Movement (100 hours) movement, self-reflection, and involvement with creative process
- ❖ Hands-on practice (80 hours) (e.g. Alexander, Feldenkrais, Bartenieff, BMC, Trager Mentastics, Rolf Movement or somatic approaches to massage)
- ❖ Dynamic Movement, Dynamic Health© - Eddy's system of observation and intervention through movement classes (6 - 12 hours)\* (maybe taken during orientation)
- ❖ Dynamics of Touch © - Eddy's approach to hands-on work (6 - 12 hours)\* (may be taken during orientation)

Satisfactory completion of the above courses and related assignments are needed to fully matriculate into the Somatic Movement Therapy Training. Each of these somatic movement theory classes is designed to teach how to physically access and verbally speak about body wisdom. This curriculum was developed by Martha Eddy and integrated into the Participatory Arts Curriculum at Moving On Center (now available through Modules I and II) See that these workshops and classes designated with a \* in the above Participatory Arts Course list.

It is recommended to take the Anatomy/Kinesiology courses first for a total of a minimum of 12 - 15 hours:

*Anatomy:* Basic comprehension of musculo-skeletal anatomy.

*Kinesiology*: Understanding of the use of the musculo-skeletal system in movement, and eccentric, isometric & concentric muscle use in relation to gravity.

### **Course Descriptions Phase One (MOC Modules I & II):**

Learning to Move/Developmental Movement Principles/Early Childhood Perceptual-Motor Development: Teaches basic principles of early childhood motor learning in relation to perceptual development from a Body-Mind Centering® perspective. It integrates some basic ideas from the Kestenberg Movement Profile, and identifies developmental components of other somatic movement disciplines, most notably Bartenieff Fundamentals. Provides an opportunity for students to delve briefly into their own developmental history.

Movement Fundamentals (Bartenieff perspective): introduces Physical Therapist, Irmgard Bartenieff's principles of efficient movement functioning. Concepts such as breath support, 3-dimensionality in movement, relationship and sequencing of body parts, and the interaction of stability/mobility are learned experientially. Considers a person's motivation to move, as well as one's relationships to the environment (e.g., space, time, gravity, tension, people and other environmental constraints).

Movement Analysis and Observation (Laban Movement Analysis perspective:) introduction to the elements of human movement Body/Space/Dynamics/Shape/ Relationship. Practice in observing, naming and recording movement patterns.

Intro to Body Systems/Experiential Anatomy/Physiology (Body-Mind Centering perspective): overview of the major body systems as organized by tissue type (vs. physiological function); studies experientially their contribution to movement and affect. Attention is paid to the contrast of autonomic and "voluntary" functioning.

Body Counseling© - teaches how to provide verbal support for feelings that come up during a session.

Dynamics of Touch© (may be taken during the orientation week) Use Laban Movement Analysis to better understand skillful touch. Investigate how the use of the LMA concepts such as Effort use and Shape change can enhance access to the specific types of touch necessary to experience and influence the various physiological systems - bone, muscle, organs, glands, fat, fascia, nerve, & brain (as taught through BodyMind Centering©). Gain a greater sensitivity and focus in working with others through touch and movement.

Dynamic Movement, Dynamic Health© This course uses the languages of LMA and BMC to assess a person or groups health needs and to match their needs to suitable movement practices. It teaches us to answer questions such as: When is yoga preferred over tai chi? What situations warrant water aerobics versus Pilates exercises?

Somatic Movement: movement classes and practice combined with somatic reflection (for examples: contact improvisation, somatically based fitness or dance training, authentic movement or other somatic movement practices - [www.ISMETA.org](http://www.ISMETA.org))

Hands-On Skills & Practice: theoretical and applied practice with structured forms of touch to support self-awareness, movement efficiency and increased well-being. A minimum of 80 hours of study in such practices as Alexander, Feldenkrais®, Bartenieff, Body-Mind Centering®, Trager Mentastics, Rolf Movement or somatic approaches to massage)

## PHASE TWO



### Independent Study Period:

During this phase students attend an orientation with workshops that provide an overview of independent study work, resources and advising. In addition each person is required (costs are separate from DE-SMTT tuition) to complete and document the following:

- ❖ Find a supervisor who will work with you at your December through April location. (a subsidy toward 2 sessions is paid for by DE-SMTT)
- ❖ Complete DE-SMTT homework assignments (independently or with a small group, homework will be included during the final 6 week spring session as well)
- ❖ Participate in 20 hours of study groups, including Hands-on Practice
- ❖ Fulfill a work-site practicum (a minimum of 12 hours of observation of movement therapists at work teaching individuals or group, or doing private sessions in diverse clinical settings)
- ❖ Receive a total of ten somatic movement education and therapy sessions with at least 3 different ISMETA registered professionals (RSMEs or RSMTs). See [www.ismeta.org](http://www.ismeta.org) and Movement Therapy session guidelines.
- ❖ Complete 30 - 50 hours of additional workshops in topics as advised by Martha Eddy (dependent on Phase One coursework)
- ❖ Structured Independent/Distance Learning: Experiential & Electronic Study

### Additional Phase Two Requirements:

**Networking** in your own community/Using the DE-SMTT reputation and Martha Eddy's contacts as an avenue to do local, national or international outreach as may be needed. Become part of a wider community be it based in a locale or in a passion or goal (e.g., community organizing, special education).



**Supervised Internship Study:** 12 - 24 hours of observation and dialogue with another somatic movement therapist or educator (or several). Discuss and evaluate documentation of learning.



## COURSE DESCRIPTIONS: PHASE TWO INDEPENDENT STUDY PERIOD:

**Orientation Week:** Orientation to the DE-SMTT work process (4 days)

### DE-SMTT Phase Two Orientation Course Work

Introduction to DE-SMTT and The DE-SMTT dynamic change cycle

Understanding the Assignments

Healing Protocols

Dynamic Embodiment

Dynamics of Touch

Dynamic Movement, Dynamic Health

Orientation to the Body Themes approach: Working with Body Areas

**Self Study:** Accomplishing assignments, study groups and private sessions enable students to acquire information in the following areas:



Function/structure and movement potential of Organs

Function/structure and movement potential of Glands

DE-SMTT Body Area Approach - Reaffirm Knowledge and Elicit New Questions

Self Study (cont'd)

LMA and BMC language applied to self-observation

LMA and BMC language with DE-SMTT principles applied to the assessment of clients

Movement design protocols for self and others using DE-SMTT concepts and principles

Fulfill the above through completing the following:

Specific homework assignments (independently or with a small group, homework will continue during the final 6+ week intensive)

20 hours of study groups, including Hands-on Practice

Ten bodywork sessions with diverse somatic movement therapists, ideally registered by ISMETA (see guidelines).

**DE-SMTT Phase Two: Additional Coursework** Complete 30 - 50 hours of additional workshops in topics as advised by Martha Eddy (dependent on Phase One coursework) covering an agreed upon balance of the following areas based on each student's specific needs:

BMC theory or BMC hands-on practice

Cranio-Sacral Therapy and/or Manual Lymphatic Drainage

Bartenieff Fundamentals &/or LMA Practice

BF Hands-On training with Alexander or LMA support

Movement Practice with a BMC or LMA trained person

Specific Skills related to your course of study with the DE-SMTT

## PHASE THREE:

### Courses offered in Somatic Movement Theory:

#### DE-SMTT Phase Three Courses

Language and Observation of Movement  
Somatic Integration  
Therapeutic Interventions  
Case Study and Supervision  
Group Process  
Business Skills  
Professionalism and Ethics  
Professional Seminars

Language and Observation of Movement: Laban Movement Analysis is applied in three different ways; observation, movement exploration and recordkeeping. During these classes the practitioner acquires and refines skills in observing and non-verbal communication behavior. Students will experientially explore the Laban language and concepts to embody and provide choices about the different elements and dynamics in human movement. Students will discuss and practice record keeping and note-taking with this system.

Somatic Integration Seminar: an opportunity for synthesis and embodiment of key concepts and theories through questions, answers and formulating more questions. At the advanced levels community projects and somatic research can be discussed.

Therapeutic Interventions through Movement: is an on-going core course designed to teach methods for working with a specific body area from a multidimensional vantage point. This course presents common syndromes and then helps the practitioner understand the DE-SMTT process for creatively discovering hands-on and movement solutions for the particular needs of each client. During this time each practitioner will be supported in using his or her strongest skills effectively with an understanding of the phrasing of the beginning, middle and end of sessions.

Case Study and Supervision: Presentations of case studies with feedback from colleagues and faculty.

Group Process/Heart Circles: all members of the community check in with the learning process as one's personal experience relates to the whole group. What needs to be shared to improve your learning needs within the community-learning environment? How can we cooperate as a community to shape each of our goals for everyone's educational well-being?

Business Skills: Students' work on organizing the elements of a private practice. Lessons focus on the use and development of appropriate intake forms, and options for recording sessions. Business development is supported through marketing skills and awareness of ethical guidelines. Practical Aspects of Operating a Business are reviewed, such as establishing a professional environment; team building, understanding insurance and basic billing processes.

Professionalism and Ethics: a review of the ISMETA ethical guidelines; intro to ISMETA; professional issues in being a registered somatic movement therapist or educator. Questions of sensuality and sexuality are addressed from both an educational and an ethical standpoint. The

class also includes a review of ethics in related fields; further discussion of possible contributions to the field of somatic movement therapy.

Professional Seminars: these two-hour seminar classes provide exposure to relevant topics with some of New York and Massachusetts' finest somatic educators. These guest teachers may be from other disciplines - dance therapy, occupational therapy and adult education or somatic educators who are renowned in their field. Professional Seminar is similar to integrative seminar but more directly attendant to needs of client-therapist interaction.

Dynamic Kinesiology©: Understanding the effect of gravity on posture and movement and devising exercises to activate and balance the musculo-skeletal system.

Body Counseling©/Counseling Skills for Hands-on work: Taught at the onset of the year and intermittently throughout the duration of the training: how to integrate effective verbal dialogue with somatic work; a brief look at issues of physical and sexual abuse and how these affect them.

Additional Exposure Workshops: Introduction to Movement and Somatic Therapies: Master teachers present exciting advances in somatic movement approaches.

### **Exposure Workshops may include but are not limited to:**

Alexander technique+

Continuum

Cranio-Sacral Therapy

DanceTherapy/Authentic Movement

Feldenkrais Method

Somatic Approach to Massage+

The following classes support integration of body-work and counseling and meet Eddy's Body Counseling requirement:

Hakomi+ and other counseling techniques\*

Process-Oriented Psychotherapy\* (Dreambody Work)

Ruella Frank's Somatic Psychotherapy

The Option Method\*

Neurolinguistic Programming\*

Work with DE-SMTT, BMC or LMA trained Dance Therapists or Psychotherapists

Cranio-Sacral Therapy is a strong partner for deepening hands-on skill.

+ Training at Moving On Center includes regular classes in Alexander Technique, Hakomi and Massage. DE-SMTT endorses the study of CranioSacral Therapy.

## PHASE FOUR

**Phase Four includes INTEGRATIVE SEMINARS.** While some students with prior somatic certification may apply to complete their studies by the end of the June intensive most students require and benefit from the additional integrative practice and feedback of Phase 4. It is a time of synthesis when students to continue to receive feedback on hands-on practice and facilitating individual sessions and if desired with a focus on special populations. There is also the opportunity to be observed and get constructive input about your teaching of movement skills, and you may learn and practice leading one or more of Martha Eddy's movement approaches - Moving On Aerobics© (originally designed for women with breast cancer) [www.MovingOnAerobics.org](http://www.MovingOnAerobics.org); BodyMind Dancing© (a somatic approach to easy-going contemporary dance); BodyMind Fitness© - a somatic approach to fitness, Embodying Peace© (movement and dance approaches to conflict resolution) [www.EmbodyPeace.org](http://www.EmbodyPeace.org); CKE Dances! (workshops for children in pre-K - 12 education), Getting All Kids Dancing© and/or Peaceful Play Programming© (recess enhancement for pre-K - 12 schools). [www.WellnessCKE.org](http://www.WellnessCKE.org). We also offer programs for working with special needs kids.

**Integrative Seminars - Roster of Seminar Choices:** the final set of courses offered will be determined by the DE-SMTT group together with Martha Eddy based on the group's professional goals. Graduates of DE-SMTT may also participate:

Advanced Hands on Practice and Professional Practice  
Embodying Peace: Conflict Resolution through Movement and Dance and Peaceful Play Programming  
Infants, Toddlers, and Children with Disabilities: Developmental Movement and Somatic Touch Protocols  
Somatic Protocols for Diverse Populations  
Therapeutic Movement and Spiritual Dialogue  
Teaching 'Somatics' to Children  
Teaching BodyMind Dancing©  
Teaching Moving On Aerobics©

**Embodying Peace/Conflict Resolution:** Embodied approaches to violence prevention, peacemaking and community building. Learn about Martha Eddy's Peaceful Play Programming and how to work with CKE in setting up recess enhancement programs.

**Somatic Movement Protocols for Diverse Populations:** Intermittent 2 hour workshops on how to work with people who have specific needs. These workshops are chosen based on the specific interests of program participants (e.g. visually impaired, children with developmental delays, elderly, pregnant, elite athletes etc.).

**Therapeutic Movement and Spiritual Dialogue:** Seeks to look at different forms of spiritual practice and the interface with creating a healing environment. Practice in meditation, "clearing," "focusing," "channeling energy" and other supportive mechanisms. (This course will be made available if requested by the majority of the students.)

**BodyMind Dancing©:** an easygoing dance class that imparts information about the proper care of the body. It integrates developmental movement, spatial concepts and movement dynamics in rhythmic, relaxed and fun sequences and improvisations.

**Hands on Practice and Professional Practice:** students practice skills learned in class and learn to respond with their own creative activities using principles of DE-SMTT. Faculty provide feedback in large and small groups - 1:4 ratio)

**Skills for Teaching Movement:** CKE Dances! Whether or not you plan to work with people individually or in groups it is necessary to provide an inviting learning environment. Learn about the importance of developing clear objectives, and evaluation measures, as well as rapport, cues, feedback, and the dynamic use of vocalization. It includes an understanding of teaching somatic dance to children in diverse K-12 settings. This course is usually contingent with an internship.



**Teaching Body-Mind Dancing©:** Students/teacher trainees review the major principles and the curricular structure of Body-Mind Dancing. They learn 5 core sequences that can establish a base for any Body-Mind Dancing classes as well as learning how to improvise with the themes. Selection of music, curricular choices, and how to adapt lessons for different groups of people are discussed. Trainees are given feedback on their pedagogical skill after leading segments of the class. Business aspects of how to become registered as a licensed teacher of Body-Mind Dancing© are reviewed. Includes learning some do's and don'ts for injury reduction. Understand alignment and whole body assessment. Can also include some information about home remedies and holistic care and an introduction to the field of Dance Science.

**Teaching Moving On Aerobics©:** Students/teacher trainees learn the choreography of Moving On Aerobics as well as the underlying physiological principles of working with people who have or have had breast cancer or other chronic illnesses. Adaptation of the 45-minute workout is reviewed as well as how to pace the class for different levels of fitness. Business aspects of how to become registered as a licensed teacher of Moving On Aerobics© are reviewed.

**BodyMind Fitness©** Become part of a cutting edge group of professionals able to guide clients into fitness with a total person approach - with awareness of their anatomy, alignment, fitness parameters, motivation for healthy behavior (or lack), emotional profile, and personal and community resources (including spiritual beliefs and practices). This program is in conjunction with [MovementsAfoot.com](http://MovementsAfoot.com).

**Infants, Toddlers, and Children with Disabilities: Developmental Movement and Somatic Touch Protocols:** Learn hands-on skills and movement interventions for working with neo-nates and infants who are developing easily and those with challenges. Learn to adapt developmental protocols for working with the first year of life to older children - toddlers, pre-schoolers and elementary age children with learning disabilities or motor or speech impairments. This program provides the basis to earn a specialty certificate as a Developmental Movement Therapist.



## **Moving Into DE-SMTT - Take Action With DE-SMTT**

**Learning, Practice and EMPLOYMENT is developed in 5 areas:**

**Working with Individuals (DE-SMTT s' primary focus)** - use somatic movement knowledge appropriately in fitness, health, wellness, and preventive settings; begin to understand how to work with the special needs for infants, toddlers, children, adults and elders (All graduates learn and apply Eddy's systems of Dynamics of Touch and Dynamic Movement, Dynamic Health. Advanced study allows for the use of Martha Eddy's neurodevelopmental assessment tools)

**Advanced Training includes the following programs:**

### **Specialized Health Programs**

**Working with women with cancer and chronic illnesses, and with children and adults with breathing difficulties**

Learn how to teach these groups by developing rapport, meeting their needs and bringing creativity to their lives. Problem solve together to develop wellness protocols that are fun to adhere to and also meet their psychosocial needs

**Learn and Use Dynamic Movement, Dynamic Health protocols**

**Become licensed to teach Moving On Aerobics and other Moving On programs**

### **Professional Teaching/Performance/Dance**

Many DE-SMTT graduates explore their own creativity further by developing methods for teaching other professionals or through conveying alive messages through the arts. With a base in body knowing and a commitment to honest expression the DE-SMTT teacher/performer has more to give and the desire and confidence to give it. Become licensed to teach BodyMind Dancing

**Sustainable Living and Community Building** - throw a party, lead a dance or movement choir, join in EarthMobbing, Global Water Dances or SEEDS, invite movement and body awareness into a public discussion, hold a forum about environmental awareness that revolves around clean air and breathing...all of these practices are supported by DE-SMTT through the attention of its director Martha Eddy and through the exchange of colleagues.

**Working in K - 12 Educational Settings** - integrating movement and kinesthetic learning into schools - how to teach with interactive, experiential, participatory methods. Integrating movement with socio-emotional development - holistic learning includes the body and mind engaging with both others and one's own inner self



Learn about Martha Eddy's Dynamic Learning, Relax to Focus, Peaceful Play Programming & Caring Community Initiatives. Become licensed to share these models and methods.

## Take Action with DE-SMTT (cont'd)

Take advantage of opportunities to work in schools with Peaceful Play and kinesthetic learning, a program designed and directed by Martha Eddy, C.M.A., Ed.D as a support for recess. At Hale House we work with staff to support them in handling the infants and toddlers with adept developmental knowledge. Prepare to become a Moving On Aerobics<sup>sm</sup> instructors, or Body-Mind Dancing<sup>sm</sup> teacher using Eddy's Integrative System of Dance Training.

**Somatic Movement Therapy** involves working with clients to improve physical function and holistic expression in movement and life. Discussion also center on larger global issues that restrict peace and community building and creative solutions to re-engage in healthy communities. Opportunities are offered to participate with several different populations in an internship capacity.

### A Model of Taking Action with DE-SMTT:



### EXAMPLES OF taking this training out into the community:

#### Eddy's Caring Community Programs



**Dynamic Learning Skills and CKE Dances!:** integrate movement and dance into academic lesson plans to support the kinesthetic learner. Help children who have been isolated or bullied due to physical differences become a stronger and appreciated part of the community. Give learners whose greatest strength is bodily expression a leadership role.

#### Movement Through Life© Moving on Aerobics™ for People who have Journeyed with Cancer

Combining dance and movement, Moving on Aerobics provides a gentle but invigorating workout that relieves stress and leaves you energized. Developed by Martha Eddy, Ed.D., this series designed especially for women who have or who have had breast cancer, will be lead by different members of the Moving On Aerobics Staff. No dance experience is necessary. Participants wear comfortable clothing and usually bring a small towel to assist in upper body stretching.

#### Moving On - Breathing Power™

This program combines movement and dance to increase respiratory capacity. It begins with self-awareness exercises, teaches self-modulation of activity for safety and increased respiration, and provides stimulus for greater cardio-pulmonary functioning in a gentle and pleasurable environment. Self-reflection and self-modulation are key skills in embodying greater physical and psycho-social comfort.

### **DE-SMTT LEARNING PROCESS:**

**Learning Objectives for the DE-SMTT Training process/Student assessment is based on skill-building and integration of:**

#### **Group Development and Cohesion: finding support**

Communication Skills: Note your progress in observing and tracking clients

Group Process: Have you learned to communicate more effectively?

Goal Setting: Seeing potential and crafting goals in line with personal desires

Skill Building: Identifying your own goals, shaping questions, and setting up practice opportunities

Practice teaching skills with Individuals and in a small degree with groups`

Learn to effectively assimilate the feedback of peers and mentors about movement performance & hands-on skills

Knowing when to reach out for professional support and how to apply knowledge ethically and appropriately

Understanding professional standards and professional settings

Continuing to integrate creatively (making dances, improvising, performance nights) as recuperation - optional!

Dancing with the Wolves: confidence development, pacing, check-ins, reflections and feedback from group members inclusive of the faculty

Throughout the training readings and written homework will be assigned. Verbal and movement assessments will be expected of those students choosing to receive the DE-SMTTSM Certificate. Regular assignments, projects and exams will be an integral part of the learning process for all students.

Business Meetings are required! They help to make all transitions and stages of learning go more smoothly.

Group projects: work together with peers to establish goals and accomplish tasks. For example set up a free walk-in movement therapy practice clinic, work together to teach experiential anatomy to children or movement awareness in schools or senior centers, or at the bottom line share in study groups and/or setting up Phase 4 workshops together.

Throughout the program there is also periodic individual and/or group advisement. These verbal check-ins are often brief but can help direct your learning during periods of decision-making. Additional advising can be requested for an additional fee.

Take responsibility for changes in one's own perception, life, and understanding, and note how these affect the whole group and training program.





## MARTHA EDDY - FOUNDER AND DIRECTOR

**Martha Eddy**, CMA, RSMT, Ed.D. holds a Doctorate in Movement Science and Education from Columbia University where her research specialized in physical and somatic approaches to conflict resolution, violence prevention and community building. She received her M.A. in applied physiology and B.A. in Dance Education. She has been involved in movement studies for over 30 years as the student of many renowned artists and teachers, as well as a performer and choreographer. She became a certified Laban Movement Analyst in 1980 and a certified teacher and

practitioner of Body-Mind Centering® in 1982. She began her studies of Laban Movement Analysis and of Body-Mind Centering® in the 1970's working closely with Bonnie Bainbridge Cohen and Irmgard Bartenieff, respectively. She is one of two teachers in the world who have served on the faculties of both the School for Body-Mind Centering and the Laban Movement Analysis Certification Programs. She distinguishes herself in doing so in both the U.S.A. and Europe from 1982 - 1994. From 1990 - 1993 she was President and Executive Director of the Laban/Bartenieff Institute of Movement Studies located in New York City. In 1994 she co-founded Moving On Center - the School of Participatory Arts and Somatic Research with Carol Swann, and continues to work with Moving on Center in her role as Director of Somatic Studies.

Eddy includes other approaches to holistic health in the DE-SMTT drawing on her experience from 1982 - 1990 studying and teaching as a holistic health practitioner with Eugene and Eva Graf, Linda Burnham, N.D., and Mary Kate Jordan. She was certified as an AMTA approved massage therapist by the Massachusetts chapter in 1984. In 1994 she became nationally certified in Therapeutic Massage and Bodywork (NCBTMB). She has since studied the Kestenberg Movement Profile, Movement Signature Analysis, Vodder's Manual Lymphatic Drainage, and Neurodevelopmental Therapy for the Chronic Pain Patient.

Eddy has innovated several systems. She created her own dance training system called Body-Mind Dancing<sup>SM</sup> in 1990 (which has been the subject of several research studies, described in numerous books\*\* and has been taught worldwide). She created Movement for Life Dance Exercise Programs including Moving On Aerobics© - a somatic exercise program for women with breast cancer in 1999. It is being taught in hospitals and community centers through the New York City area. MOA has been featured on CNN, NY1 Television and in numerous journals and national blogs ([www.WowOWow.com](http://www.WowOWow.com))

For over twenty years Eddy has taught such courses as anatomy, kinesiology, movement analysis, qualitative movement research methods, postural alignment, exercise physiology, dance technique, composition and repertory, and perceptual-motor development on numerous university faculties of Columbia University, San Francisco State University, and Dance Therapy at NYU and Antioch Grad school. She has published numerous articles on "somatics," movement, and dance as applied to health and education and has written chapters in two books. She is working on her own books as well.

She maintains a private practice, as a Registered Somatic Movement Therapist addressing a wide array of client needs. Her particular specialty area as a Developmental Movement Therapist is in working with neurological and visual-motor enhancement for children and adults. Martha Eddy is often invited to provide skills as an educational consultant for pre-K - grade 12 in school and after-school educational programs. She worked as the Senior Program Advisor with Project Renewal that serves the New York City Public School System around Ground Zero, now called the Inner Resilience/TIDES program. She also has developed Peaceful Play Programming© and Caring Community© initiatives that are being implemented in New York City public schools. During 2004 - 2005 she served as an advisor to the New York City Department of Education in developing the Blueprint for Dance Education, and in 2009 helped the DOE to develop the Blueprint for Children with Disabilities. All of Eddy's programs are now part of one organization - The Center for Kinesthetic Education, founded in 2005 affiliated with Moving On Center at 49 West 27<sup>th</sup>. Eddy serves on the advisory councils of The Yard - Performing Arts Colony, the White Mountain Summer Dance Festival, and Tri-State College of Acupuncture. She is on the Board of the National Dance Education Organization and works actively on their Research Committee also representing Somatic Studies and Early Childhood endeavors having worked on NDEOs standards in dance for early childhood. She has served on numerous boards including the Congress on Research in Dance, and for fifteen years was on the board of ISMETA, most recently as the president.

## DE-SMTT FACULTY

### CORE DE-SMTT FACULTY

Martha Eddy, CMA & Teacher of BMC and LMA and Bartenieff certification faculty

Trisha Bauman, CMA, Teacher of BMC, LMA certification faculty

John Chanik, CMA, LMA and Bartenieff certification faculty

Susanne Kukies., DE-SMTT, PT

Carol Swann, Alexander Technique AmSTAT, Laban Studies, Hakomi, Process Work, RMT

Linda Tumbarello, Teacher of BMC, LMA certification program

Gale Turner, Teacher of BMC

Nancy Zendora, CMA, Laban Studies and Authentic Movement

### GUEST DE-SMTT Faculty:

Aileen Crow, CMA, Alexander

Donna Dragon (aka Stirton Glashow), CMA

Peggy Hackney, CMA

Sherry Greenspan, DE-SMTT grad; associate faculty, BodyMind Fitness and Dancing

Lenore Grubinger, Teacher of BMC

Maryse Jacobs, CMA, DE-SMTT affiliate, BodyMind Dancing

Betsy Kagan, CMA

Doris Pasterleur Hall Laban/Bartenieff Studies, Pilates and BodyMind Fitness

Lesley Powell CMA, BodyMind Fitness Co-Director, Pilates

Saliq (Francis) Savage, CMA & Teacher of BMC

Eileen Jones, Laban Studies

Jamie McHugh, Tamalpa and SomaticExpress

Marghe Mills-Thysen, Teacher of BMC & Feldenkrais

Roxalyn Moret, CMA & BMC practitioner

RoseAnne Spradlin, CMA & Teacher of BMC

Lauree Wise, CMA & BMC practitioner, OTR

### DE-SMTT FACULTY ASSISTANTS:

Andre Dumouchel, DE-SMTT - Montreal

Tina Kambour, De-SMTT - Oklahoma

Ida Rosa Schaller, BMC - Zurich

Eve Selver-Kassel, DE-SMTT - NYC

Birgitta Sivander, DE-SMTT, CLMA, PT - Bay Area

Anneleis Smith, DE-SMTT - Vermont

## OUR FACULTY

**Martha Eddy, CMA, Ed.D.**, Director of DE-SMTT - See Prior Page

**Trisha Bauman** has danced and toured internationally in several U.S. companies, including Rose Anne Spradlin Dance, the Ken Peirce Baroque Dance Company and Paula Josa-Jones Performanceworks, and the French companies of Daniel Larrieu (Centre Choreographique National de Tours), Christophe Haleb and Alain Buffard. She collaborates on touring performance projects with Swiss painter Mathias Schauwecker, French dance critic/historian Laurence Louppe and the choreographers Rahel Vonmoos (London/Zurich), Cecile Proust (Paris), and Susana Szperling (Buenos Aires). Her own solo and duo work has been presented in theaters and festivals throughout Europe, South America and in New York at The Kitchen, Movement Research at Judson Church and The Joyce/Soho.

**John Chanik CMA, CTT<sup>sm</sup>** has been on faculty since 1991 as well as a past coordinator in the Certification Programs in Laban Movement Analysis in NYC. Currently John also maintains a private practice in therapeutic fitness, movement coaching and Connective Tissue Therapy (<sup>sm</sup>) John also teaches workshops applying LMA/BF to various subjects from body symmetry/asymmetry to phrasing. The scope of John's work has addressed a wide range of chronic injuries, body/movement imbalances and patterning and conditioning to improve performance in a wide range of activities from dance to horseback riding. John worked for seven years at Dr. Richard Bachrach's Center for Osteopathic Medicine with patients in neuromuscular patterning and re-education. John has taught in Connective Tissue Therapy (<sup>sm</sup>) training programs given by Theresa Lamb. John has been a movement specialist at Sports Training Institute, taught dance in NYC public schools and has been a guest instructor in movement for actors at Boston University. John has an extensive background in ballet and modern dance and a BFA from the University of Utah. John is also an outdoor enthusiast who enjoys gardening, hiking, biking and backpacking.

**Saliq Francis Savage** is a Laban Movement Analyst, a teacher at the School for Body-Mind Centering, a developmental movement therapist working with infants and adults, a contact improviser, a choreographer and a performer. He is based in Western Massachusetts where he directs Wire Monkey Dance, a multimedia dance company that performs on towers of steel scaffolding.

**Sherry Greenspan, RSMT, DE-SMTT**, see Moving On Aerobics.org staff

**Lenore Grubinger, RSMT, LMT** is a Developmental Movement Therapist who has been working with infants, children and adults for over 20 years. During those years she has trained continuously in Body-Mind Centering(r), the work of Bonnie Bainbridge Cohen, OTR. Lenore is a senior teacher of BMC and a teacher and practitioner of CranioSacral Therapy. Originally a massage therapist, she also has training in counseling. She works with people of all ages, while specializing in working with infants and toddlers with special needs. She maintains a private practice in Western Massachusetts and teaches workshops for healing arts, movement artists and lay people in the United States and Europe. She is a member of International Association of

## Healthcare Practitioners and the International Somatic Movement Therapy and Education



Association. Photo by Ulrike Wittich

**Susanne Kukies** is a Registered Movement Therapist and physical therapist in Berlin, Germany. Working in the field of movement and healing as a performer, dancer and practitioner since 25 years. She was pioneer of the first year of Moving on Center and opened up her own private praxis as a somatic movement therapist more than seven years ago. She continued to assist in the program of Martha Eddy and started to teach 2004. In groups she develops her own mixture of body, sound, movement and energy/ healing work as well as successfully integrating bodywork into management trainings. Her latest study is the integration of embryology into body therapy.

**Rose Anne Spradlin** is a certified Laban Movement Analyst and teaches in the certification program at the School for Body Mind Centering. She has received numerous grants and a fellowship for her work as a choreographer in NYC.

**Carol Swann** is a teacher, performer, facilitator, private practitioner, and visionary. She has been teaching and performing dance and vocal related work for over twenty years in the U.S. and in Europe. She is co-founder, teacher, and Executive Director of Moving On Center, School of Participatory Arts and Somatic Research in California. She is an ex-member of Mandala International Folkdance Ensemble, Libana and Vocal Repercussions. She is a co-founding member/director and teacher of the workshops: Acappella Motion, Island Movement, New Forms Dance and Outfall. Other teaching venues have included Esalen Institute, Omega Institute, Stanford University, Tufts University, Theater School of Modern Dance (Holland), European Dance Development Center or EDDC (Holland), Bevegungs-Art (Germany), Tanzfabrik (Germany), Chisenhale (England), Alexander Technique Schools in: Italy, Switzerland, Germany and France and Movement Research where she was the director from 1983-1986. She has performed solo and in collaboration with performers such as Simone Forti, Andrew Harwood, Daniel Lepkoff, Kirstie Simpson, Nancy Stark Smith, Jess Curtis, Anna Halprin, Lisa Schmidt, Paul Langeland and Angus Balbernie.

She is a certified teacher of the Alexander Technique (AMSAT), has a certificate of study from the Process Work Institute of Portland, is a graduate of the Professional Hakomi Therapy Institute, is certified in massage and specializes in conflict facilitation. She maintains a private practice in somatic therapy and teaches Voice, Alexander Technique, Pilates, and Contact Improvisation. Additionally, she was a director/collaborator with a work-group of dance/artists committed to improvisational performance and investigation. Her studies and work have been greatly influenced by Steve Paxton, Lisa Nelson, Yvonne Rainer, Simone Forti, Anna Halprin, Andre Bernard, Ruth Zaporah, Bonnie Bainbridge Cohen, Meredith Monk, Trisha Brown, Daniel Lepkoff, Release Technique, Roy Hart Theater, Process Work (Arnie Mindell) Aikido and numerous other artists and art forms, nature and politics

**Gale Turner** is a primary teacher of the School for Body-Mind Centering on both the East and West coasts. She is the Director of In-Motion Training. She is a former member of Meredith Monk's collaborative group, The House.

**Linda Tumbarello** is a pioneer in the Body-Mind field, beginning her studies in 1970. She has been in private practice and teaching in the BMC Practitioner Training Program for the past 20 years. She has taught advanced hands-on skills, experiential anatomy of all the body systems, developmental movement and psychological aspects of body. Linda uses a sophisticated blend of touch, gentle movement, dialogue and experiential anatomy based on the client's needs and issues. Her work is especially effective for those recovering from injuries, abuse and trauma, body image issues, eating and digestive disorders, asthma, chronic pain, developmental and learning issues and stress related conditions. She works with all ages from infant to elderly. Along with individual work, she offers help with transitions with adopted infants and postnatal bonding especially after difficult births.

**Nancy Zendora** has been artistic director choreographer of the Zendora Dance Company since 1977, performing both nationally in 12 states and internationally on 4 continents. Her work is a unique synthesis of eastern and western aesthetics. She is a Certified Movement Analyst and a graduate of the Center for Authentic Movement. She holds weekly authentic movement classes and workshops in the Poetics of Performance. This year she performed in Mongolia and Greece.

FOR MORE INFORMATION AND APPLICATION, CONTACT:

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Bridging the performing arts and somatics, Moving on Center offers workshops and certification courses for in-depth learning - by listening to the wisdom of the body.

*Questions can be sent directly to [MarthaEddy@WellnessCke.net](mailto:MarthaEddy@WellnessCke.net)*

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\*\*See Loman with Brandt(1992) "The Body-Mind Connection in Human Movement Analysis." Published by Antioch New England Graduate School, Keene, NH. AND Dance Power and Difference, Sherry Shapiro.

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## DYNAMIC EMBODIMENT IN THE WORLD

The somatic movement systems such as Alexander Technique, Feldenkrais Awareness through Movement, Body-Mind Centering® and Bartenieff Fundamentals evolved from the experiences of athletes, dancers and actors who also were trained in sciences. They seek to involve the whole person in the search for discovering how one can become more aware, with the by-products of becoming more comfortable and effective with body movement. Somatic professionals work in highly creative, gentle, and self-empowering ways. Again, the principles of somatic movement work stand apart from many hands-on techniques in that in addition to sensitive touch, they utilize movement re-patterning and movement education. The use of movement elicits conscious involvement of the client/student. Principles are taught about the movement efficiency that emerges by "doing less," through gaining awareness and letting go of excess tension. New tools for learning include moving slowly and deliberately and bringing conscious awareness to movement patterns, postural habits, and personality characteristics that have previously remained subconscious or unexpressed. Through methods derived from Laban Movement Analysis and Body Mind Centering® Dynamic Embodiment (DE-SMTT) teaches a wide variety of movement dynamics (gentle to vigorous) that can be explored in both the qualities of touch used in healing, and in movement and exercise programming. Having exercise knowledge can be particularly helpful in getting your clients and students active in their lives -- practicing new movement behaviors. As they apply body-mind-spirit awareness to daily life and creative expression sensitivity to past and present emotions and relationships can be invited into the dialogue and views of each can be 'reframed' for healthier living. DE-SMTT includes exercise protocols that a client would like to do regularly and also provides graduates with the skills to devise enjoyable home activities personalized to each client's needs. It is an important goal for the Somatic Movement Educator or Therapist that clients and students be able to transfer their newly found bodily wisdom to their every day work, recreational, and interpersonal experiences. DE-SMTT teaches how to get people moving positively with a view to sharing this knowledge in diverse communities throughout the world. A major goal is to make somatic concepts accessible to all people (including in fitness settings through BodyMind Fitness®). Multicultural sensitivity as well as attention to gender and class issues are at the heart of this work. Movement and touch communicate powerfully - with all babies, children, adults and elders! We begin with the body and build community from there.

All text in this catalogue is written by Dr. Martha Eddy except for the pages on ISMETA.